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| **Teacher: ORE** | | | **Grade:** 1st | | **Date(s)**: Day 1 |
| **Unit Title:** Counting and grouping objects to 120.  Unit 1 task 2 day 1 | | | | **Corresponding Unit Task: Task 2** | |
| **Essential Question(s): How do you bundle amounts? Why is bundling important?** | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | |
| **Teacher:**   * envision math big book * tens frame on board * manipulatives/restaurant themed items to count * tens frame on board | | **Student:**   * laminated tens frame * envsions flyer 11-1 * manipulatives | | Counting on  Group  Bundles | |
| **Learning Experience** | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards: 1.NBT.1:** Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral. | | | | |
| **I Can Statement(s):**  I can bundle sets of objects with leftovers.  I can group objects different ways to help me count. | | | | |
| **Activating Strategy/Hook:** Call students to the carpet and tell them you need their help counting objects in a restaurant. Introduce and read the book, “Tens and Ones at the Diner” (envisions math big book, topic 11). As we read each page, together practice counting the objects on the page to make bundles of ten and the leftovers. | | | | |
| **Teacher Directed:** Show students a collection of objects from 'the restaurant'. Encourage students to give ideas and ways to count the objects. Allow several students to model and explain how they counted and why they chose that way. The restaurant owner gave us 45 spoons and he needs them bundled to put into the drawer. Model putting objects into groups of ten. Ask students what should we do with the leftovers? Allow discussion and model that they are still part of the set, but they are the leftovers. Count objects together and then on tens frame on the board, draw dots to correspond with the amount counted. | | | | |
| **Guided Practice:** Put students in pairs and give them a set of objects/manipulatives. Tell students that the restaurant owner needs them counted and bundled. “The owner has 37 plates. He needs you to put the plates into bundles and put them in the cabinet. Leave the leftover plates on the table.” Show on the tens frame how many bundles you can make, with leftovers. Allow students to trade manipulatives and repeat activity. | | | | |
| **Independent Practice:** EnVision flyer 11-1. Go over directions and first 2 problems together. Allow students to work independently on remainder of flyer. | | | | |
| **Closing/Summarizing Strategy:** Review I can statements from the lesson and discuss what we learned. Allow students to share how bundling helps make counting easier. Refer to problem 11 from flyer and have students reflect in their math journal what strategy they used and illustrate. | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | | **Intervention** | | **Language Development** |
| * Put objects in groups of 2’s, 5’s, 10’s. * Matching tens frame numbers with numerals or number words. * I Have, Who Has Game * use base tens to represent numbers | | | * Practice bundling sets of 10 * Count small groups of objects (20-30) * Model/practice 1:1 matching, pointing or touching each object while counting * “Tens and Ones at the Diner” student copy to fill in blanks | | * Practice rote counting verbally before counting objects * Count small groups of objects (20-30) * Model/practice 1:1 matching, pointing or touching each object while counting |
| **Assessment(s):** During guided practice, check partners' tens frame for correct numbers. Teacher will review envisions flyer to check for understanding/areas of weakness. | | | | | |
| **Teacher Reflection:** (Next steps?)   * What went well? * Student understandings/misconceptions * Specific notes about students’ thinking * What do I need to reteach/review tomorrow or in the future? * New ideas or changes for next time | | | | | |